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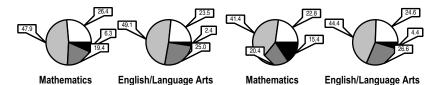
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003 2004	Average	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Middle Schools with Students like Ours



Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	45	236	55
Percent satisfied with learning environment	95.5%	85.6%	85.2%
Percent satisfied with social and physical environment	95.6%	85.0%	62.3%
Percent satisfied with home-school relations	84.4%	83.3%	88.9%

DART Depends (Asset B) Cooking

PACT PERFORMANCE	BY GR							/1
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	/11	JELL LEST	(osted	CMBO	Basic of	oroficia	Advant Si	ciellance
	Englis	Rent 15t Ind	lested old	alou Basic	10	Proficient of	Advanced on Profit	Advanced Advanced
		/	, Ei	iglish/Lar	nguage A			
All students	832	98.7	23.5	49.1	25.0	2.4	27.4	17.6
Gender								
Male	426	98.6	32.8	48.5	17.7	1.0	18.7	17.6
Female	406	98.8	13.8	49.5	32.8	3.9	36.7	17.6
Racial/Ethnic Group								
White	777	98.7	21.8	49.8	25.9	2.6	28.5	17.6
African-American	44	97.7	51.3	38.5	10.3	N/A	10.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	40.0	40.0	20.0	N/A	20.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	704	98.7	17.0	51.2	29.0	2.8	31.8	17.6
Disabled	128	98.4	60.2	37.3	2.5	N/A	2.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	832	98.7	23.5	49.0	25.2	2.3	27.5	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	831	98.7	23.4	49.0	25.2	2.4	27.6	17.6
Socio-Economic Status								
Subsidized meals	276	97.5	35.4	47.9	14.6	2.1	16.7	17.6
Full-pay meals	556	99.3	18.1	49.4	29.8	2.6	32.4	17.6
				V=1-				
All students	832	99.8	26.4	47.9	matics 19.4	6.3	25.7	15.5
Gender	032	33.0	20.4	41.3	13.4	0.5	20.1	10.0
Male	426	99.5	26.6	47.4	18.8	7.3	26.1	15.5
Female	406	100.0	26.0	48.5	20.1	5.4	25.5	15.5
Racial/Ethnic Group	400	100.0	20.0	40.0	20.1	0.4	20.0	10.0
White	777	99.7	24.7	48.2	20.4	6.8	27.1	15.5
African-American	44	100.0	50.0	45.0	5.0	N/A	5.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	50.0	50.0	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	IN/A	0.0	14//1	14//	14//	14// (14//1	10.0
Not disabled	704	99.9	20.6	50.1	22.0	7.2	29.3	15.5
Disabled	128	99.2	59.7	35.3	4.2	0.8	5.0	15.5
Migrant Status	120			10.0		7.0	3.0	. 5.5
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	832	99.8	26.3	48.0	19.3	6.4	25.7	15.5
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N/A

26.2

41.2

19.6

N/A

48.0

44.9

49.3

N/A

19.5

11.0

23.2

N/A

6.4

2.9

7.9

N/A

25.8

13.9

31.2

15.5

15.5

15.5

15.5

100.0

99.8

100.0

99.6

831

276

556

English Proficiency Limited English proficient

Non-limited English proficient

Socio-Economic Status Subsidized meals

Full-pay meals

Grade 8

272

97.4

PACT PERFORMANCE BY GRADE LEVEL

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25.6

54.3

18.1

2.0

20.1

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	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	235	N/A	26.8	50.2	18.7	4.3	23.0
	Grade 7	257	N/A	37.5	37.1	15.2	10.2	25.4
•	Grade 8	232	N/A	47.8	40.9	8.7	2.6	11.3
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	296	100.0	22.1	41.4	26.3	10.2	36.5
	Grade 7	264	99.2	23.9	47.8	21.1	7.2	28.3
	Grade 8	272	100.0	33.6	55.2	10.0	1.2	11.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 834)				
Students enrolled in high school credit courses (grades 7 & 8)	19.6%	Up from 16.9%	26.9%	14.4%
Retention rate	1.3%	Down from 2.5%	2.2%	2.3%
Attendance rate Eligible for gifted and talented	96.5%	Up from 96.4%	95.6%	95.2%
	22.1%	Up from 17.3%	21.6%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	15.5%	Up from 14.5%	11.2%	14.1%
	1.7%	No change	3.3%	4.9%
Suspended or expelled	0.0%	No change	1.7%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees Continuing contract teachers	45.5%	Down from 47.6%	50.0%	47.1%
	81.8%	Up from 81.0%	83.8%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	93.4%	Up from 89.4%	86.6%	84.3%
Teacher attendance rate Average teacher salary	98.2%	Up from 97.9%	95.4%	95.0%
	\$40,032	Up 1.6%	\$40,952	\$39,924
Prof. development days/teacher	11.3 days	Up from 9.6 days	10.2 days	10.7 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	3.0
Student-teacher ratio	30.7 to 1	Up from 29.4 to 1	22.1 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	94.3%	Up from 93.6%	90.1%	88.9%
	\$4,699	Up 5.2%	\$5,490	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	58.9%	Down from 62.4%	64.0%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	81.7%	Down from 100.0%	94.0%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Each year, our School Improvement Committee (SIC) releases to the community a report detailing progress and plans the school has made toward establishing a quality program for all students. During the 2002-2003 school year, Blue Ridge Middle School, in accordance with The School District of Greenville County, used the School Portfolio self-assessment strategies to establish a three-year plan for achievement and improvement. Areas to be assessed will be Information and Analysis, Student Achievement, Quality Planning, Partnership Development, Professional Development, Leadership, and Continuous Improvement. This portfolio, along with the data analyzed within it, serves as the basis for goal-setting and strategic planning at Blue Ridge Middle.

BRMS celebrated success in four main areas during the 2002-2003 school year: Academics, Quality Personnel, Facilities, and Community Involvement. In academics, course syllabi based on state standards for each subject area were developed and revised. Daily lesson objectives and essential questions were posted in each classroom to focus learning. Each teacher developed a class Web site and participated in regular, ongoing dialogue through monthly meetings with vertical teams, staff development meetings, and collaborative teams. IMPACT, a yearlong, comprehensive, after-school tutoring program was instituted, serving more than 100 students who scored Below Basic in one or more areas of PACT. Two teachers received PTA grants totaling \$500. Five teachers received School-to-Work grants for service learning projects including area elementary schools. All students participated in the third administration of the Palmetto Achievement Challenge Tests, scoring above the state average in all subject areas at all grade levels. In the area of Quality Personnel, an additional teacher received National Board Certification, totaling three nationally qualified teachers. Seven teachers began district-funded Masters Degree programs at Furman University in an effort to become highly-qualified educators according to the No Child Left Behind guidelines. Two teachers were selected as participants in the district leadership program, seeking certification in the area of administration. In facilities, a new keyboarding lab was established, freeing space and equipment for a Math Instructional Lab. Community involvement continued to be high. The BRMS Web site was expanded and improved. The SIC received approval for its five-year improvement plan. The services provided by the TLC (Teaching and Learning Center) were used to engage more teachers in best practice in instruction and assessment, involve the community in positive parenting and modeling strategies, and increase student performance on both school and statewide assessments. The Tiger Town Gym was utilized to encourage individual health and fitness for our school and community family.

Margaret C. Sloan Principal, 2002-2003

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.